Five Websites for the Junior Classroom Colleen Taylor

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| Website and Connection to Expectations | Review |
| **Kids' Zone Stats Canada**  [**http://www.statcan.gc.ca/edu/zone/edu02a\_0000-eng.htm**](http://www.statcan.gc.ca/edu/zone/edu02a_0000-eng.htm)  **Grade 4 Overall expectations:**  **N**ame and locate the various physical regions, provinces, and territories of Canada andidentify the chief natural resources of each. | This site includes several fun word games, colouring books, maps and quizzes. The most relevant element to the curriculum is the map section. This would also be useful for teachers because various maps can be printed and used in the classroom. There are also two games which are fun although seemingly unrelated to the curriculum: reaction timer and memory game. From this page there are several links to other useful resources for teachers. |
| **Privacy Playground: The First Adventure of the Three CyberPigs**  [www.media-awareness.ca/english/games/privacy\_playground/index.cfm](http://www.media-awareness.ca/english/games/privacy_playground/index.cfm)  MEDIA LITERACY  Overall expectations:  4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.  Specific expectations: Responding to and Evaluating Texts | “*The purpose of the game is to teach kids how to spot online marketing strategies, protect their personal information and avoid online predators.*” The site includes a teacher's guide. It uses funny pigs-in-space characters to teach about internet safety. This website can help meet some of the expectations outlined in the curriculum documents but it also serves the very important purpose of educating students about privacy and internet safety. |
| **Arts Alive! -music-kids**  [www.artsalive.ca/en/mus/musicresources/music](http://www.artsalive.ca/en/mus/musicresources/music)  MUSIC  Overall Expectations:  C2. Reflecting, Responding, and Analysing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical  experiences;  C3. Exploring Forms and Cultural Contexts:demonstrate an understanding of a variety of musical genres and styles from the past and present, and their socio-cultural and historical contexts. | This site includes a music library, an instrument lab, and general information about orchestral and classical music. There are also some games which allow students to compose music, and guess the musical instrument. The games are relatively short but the overall site has a lot of variety. |
| Kids' Health  <http://www.cyh.com.au/SubDefault.aspx?p=255>  Health and Physical Education  Grade Five (growth and development strand) overall expectation:  describe physical, emotional, and interpersonal changes associated with puberty  SPECIFIC EXPECTATIONS:  describe the secondary physical changes at puberty (e.g., growth of body hair, changes  in body shape);  •describe the processes of menstruation and spermatogenesis;  •describe the increasing importance of personal hygiene following puberty. | *“Kids’ Health is sponsored by the Australian health agency, Child and Youth Health, and is designed for 6 to 12 year olds. The site covers issues related to family, school, nutrition, puberty and feelings. The “Nearly Teens” section includes basic information on sexual feelings, sexual reproduction, puberty, smoking, drugs and alcohol. There are some interactive features such as games and crossword puzzles, and the site includes drawings, poems, and comments by children.”* I searched for websites about health and sexuality because my son is going into grade five and this is the first year that he will receive sex education at school, so I was curious to see what was out there. This site was very thorough and provides information about all kinds of health issues. This was one of many good sites I found at <http://www.sexualityandu.ca/parents/resources-5.aspx>. There are many good sites from Australia and the UK, but surprisingly few from Canada. The use of appropriate websites would be a great resource for a teacher after she/he has taught the basic facts. It allows the student access to information which they may feel too embarrassed to ask out loud. |
| Science and Technology  Ecokids Earth Day Canada  [www.ecokids.ca](http://www.ecokids.ca/)  UNDERSTANDING LIFE SYSTEMS: HABITATS AND COMMUNITIES  1.1 analyse the positive and negative impacts of human interactions with natural habitats and communities (e.g., human dependence on natural materials), taking different perspectives into account (e.g., the perspectives of a housing  3.10 describe ways in which humans are dependent on natural habitats and communities developer, a family in need of housing, an ecologist), and evaluate ways of minimizing the negative impacts  1.2 identify reasons for the depletion or extinction of a plant or animal species | This site offers a variety of games and activities which encourage students and teachers to engage in “environmental action”. There is a section on homework help and information on contests. What I really like about this site is that it also has a section of newspaper style articles written by students. There is also a forum where students have a chance to “have their say”. The current prompt is How are you going to enjoy nature this summer? So, there are lots of ways to use this site in an integrated unit. (In fact, I discovered in my research that there is an entire curriculum document devoted to integrating environmental education called Environmental Education Scope and Sequence of Expectations.) |

Five Websites for the Junior Learner Andy Williams

1) Canadian Geography Quizzes

<http://www.sheppardsoftware.com/Canadian\_Geography.htm>

2) Parks Canada Youth Zone

< http://www.pc.gc.ca/apprendre-learn/jeunes-youths/intro\_e.asp>

3) The Atlas of Canada

< http://atlas.nrcan.gc.ca/site/index.html>

4) Kids Know It

< http://www.kidsknowit.com/>

5) Kids Reads

< http://www.kidsreads.com/>

**Evaluating Five Websites**

**Grade 5 Science and Technology by Erin Gilson**

**Human Organ Systems**

**Wagner, B.H. (2003). Body Builder Web Quest. Retrieved from http://www.can-do.com/uci/lessons98/BodyBuilder.html. Retrieved on July 19th, 2010.**

***The Nemours Foundation (2010). Retrieved from http://kidshealth.org/kid/htbw/htbw\_main\_page.html . Retrieved on July 19th, 2010.***

***Steve Galgas (2010). Science Bob. Retrieved from http://www.sciencebob.com/research/bodyzone-noflash.php. Retrieved on July 19th, 2010.***

***National Geographic Society (2010). Explore the Human Body. Retrieved from http://science.nationalgeographic.com/science/health-and-human-body/human-body/ . Retrieved on July 19th, 2010.***

***British Broadcasting Company. (2010). Science and Nature: Human Body and Mind. Retrieved from http://www.bbc.co.uk/science/humanbody/body/index\_interactivebody.shtml. Retrieved on July 19th, 2010.***